R E P O R T R E S U M E S

ED 011 716 EC 000 141

GUIDE FOR TRAINING RECREATION LEADERS IN CONSTRUCTIVE AND CREATIVE RECREATION ACTIVITIES FOR THE MENTALLY RETARDED. IN SERVICE TRAINING MANUAL.

BY- HATCH, MODESTA AND OTHERS
RAINIER STATE SCHOOL, BUCKLEY, WASH.

EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *MENTALLY HANDICAPPED, *RECREATION, *GAMES, *PHYSICAL ACTIVITIES, *RECREATIONAL ACTIVITIES, GUIDES, MUSIC, SINGING, TEACHERS, BUCKLEY

DEVELOPED AS A GUIDE FOR RECREATION LEADERS AND VOLUNTEERS WORKING WITH THE MENTALLY HANDICAPPED, THIS BOOKLET PRESENTS GUIDELINES AND SPECIFIC ACTIVITIES FOR PHYSICAL CONDITIONING AND SOCIAL-RECREATIONAL ACTIVITIES. RECREATIONAL THEORIES AND THEIR APPLICATION TO THE MENTALLY HANDICAPPED ARE PRESENTED. DIRECTIONS ARE GIVEN FOR PHYSICAL EXERCISES, BALL AND BEAN BAG GAMES, MUSICAL AND SINGING GAMES, AND FINGERPLAYS. THE BIBLIOGRAPHY CONTAINS OVER 66 ITEMS. (MY)

1 5 67 4

ED011716

RECREATION DEPARTMENT

RAINIER SCHOOL

EC 000 141

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

IN SERVICE TRAINING MANUAL

Guide for Training Recreation Leaders in Constructive and Creative Recreation Activities

for

The Mentally Retarded

Adopted and Developed

by

Modesta Hatch - Recreation Supervisor
Barbara Hough - Recreation Leader
Gary Gregg - Recreation Leader

Cover

Jo-Dianne Potter

RAINIER SCHOOL

Buckley, Washington

FORWARD

This In-Service Training Manual, for handicapped recreation programs, is an adaptation and combination of recreational theories and programs.

The manual was developed by the Recreation Department, Rainier School, in hopes it will be a guide to those wishing to train recreational leaders and volunteers.

Recreation is finding a very important place in the field of habilitation. Habilitation is the term in current use to describe the process by which medicine and education are attempting to help a handicapped person reach his maximal degree of physical, mental and social abilities. Just as recreation fits into our lives to make them richer, so recreation may fit into the life of every handicapped person.

PERSONAL QUALITIES FOR RECREATION LEADERS

1. Belief in the worth and dignity of every human being.
2. An understanding of the interests and needs of people.
3. Concern with the growth of individuals through creative expression.
4. Sense of service above personal ambition.
5. Personal realization of the joy of life and art of living.
6. Good sense of humor.
7. A pleasing, friendly personality.
8. Appreciation of leadership as an art.
9. Organizing ability.
10. Belief in democracy in recreation as in government.
11. Productive energy and contagious enthusiasm.
12. Ability to get along with people, to accept others' opinions and personalities.
13. Sterling character and personal and professional integrity.
14. Good physical and mental health.

SUGGESTIONS FOR LEADERS WORKING WITH THE RETARDED
(Successful Recreation depends almost entirely on the leader)

1. Be yourself; be natural.

2. Be cheerful, enthusiastic and relaxed.

3. Be adaptable, flexible. If plans do not work out, change quickly and easily.

4. Be a part of the group, join the play.

5. Be a leader, not an entertainer. Give credit to everyone who helps no matter how little he does.

6. Plan activities suitable to group and place.

7. Balance of physical and quieter activities.

8. Know rules, equipment necessary for activities.

9. Secure attention of group, give directions briefly, in an ordinary tone of voice. Be at ease and always under control.

    a. Rules are generally easier to explain after players are in place.

    b. Give rules one or two at a time with leader demonstrating.

    c. Rules often need to be simplified.

10. Use praise frequently.

11. Be tactful and helpful.

12. Above all, be patient.

13. Do not show favoritism.

14. Do not use vocabulary over resident's head.

15. Accept the child as he is.

IN-SERVICE TRAINING FOR HANDICAPPED PROGRAMS

RECREATION: What is it? Why have it?

Recreation promotes a wholesome development of the capacities and functions; it prolongs the period of growth by creating the conditions necessary for both physical and mental health; it serves as a tonic to the organism by adding the zest of living; and above all, it adds color and sweetness and beauty to life. Since recreation takes place under the conditions of freedom, it provides for the manifold expression of personality.

RECREATION REQUIREMENTS:

First, it must have the capacity of being permanently interesting.

Second, it must be different as possible from the activities which our station of life forces upon us.

Third, it should have as far as possible, both its origin and fulfillment in the individual himself.

Fourth, it should be compatible with the physical and mental health and personality development.

RECREATION MEASUREMENTS:

Enjoyment, variety, growth, participation, availability, freedom, self expression, skill, survival, security and creativity.

RECREATION FOR THE RETARDED:

If the retarded or handicapped person calls forth in a leader feeling of pity, disgust, or discomfort, then they have work to do before they can constructively relate to him. For the retarded child the sense of trust and faith may be the product chiefly of what leaders have done to make a good life for him. Normal children can be taught values by a variety of experiences, however with the retarded, an even greater range of experiences is required. These experiences can be grouped under the headings of security, education and release. (Security should permeate all activities.)

SECURITY:

1. Giving the child a feeling of being accepted by the group.

2. Giving them a feeling of being loved and understood by adults.

3. Providing them with enjoyable environment.

4. Setting tasks or activities at which they can be successful.

5. Setting limits to their behavior.

6. Attention spans are often brief and likewise unpredictable. However, a routine order of events gives a feeling of security and may develop attention span.

7. Initial meetings.
   a. Introduction of leader.

   b. Group introductions.

   c. Instill discipline early.

   d. Establish daily routines
      (1) Entering area
      (2) Clothing requirements
      (3) Identifying members of group
      (4) Basic primary formation

   e. Exercise gentle firmness.

EDUCATION:

1. Teaching general concepts.

2. Developing mental skills.

   a. Verbalization, memory, attention span.

3. Developing motor skills.

   a. Concern for others--sportsmanship.

   b. Locomotor activity.

   c. Basic Game skills (ball throw, catch)

4. Developing social skills.

   a. Meeting others--getting along in group.

   b. Developing independence.

   c. Developing self control.

RELEASE:

1. Provide a noncompetitive environment where child is free from tensions of standards beyond his reach.

2. Provide satisfaction of seeing his achievements appreciated.

3. Provide activities to suit individual differences in interest and abilities including chronological age, mental development, social adjustment, interest, skills and former experiences in home, community or institution.

   Methods:

   a. By doing, seeing, repetition, routine.

   b. Always have planned schedule but be ready to change or abandon it to meet needs of group with alternate plan.

   c. Limited number of activities per session.

   d. Stop activity when interest is high so they will look forward to it again.

PROGRAM HINTS

PROFOUNDLY AND SEVERELY RETARDED:

By definitions the profoundly and severely retarded resident is any individual with an IQ below 30 (30-15 severely) (15-0 profoundly).

1. Have definite goals for all groups: i.e. cooperative play, just play, developing skills (or combinations).

2. Keep group small (6-10). Sessions short, 15 to 20 minutes and build to one hour.

   a. Gives each resident a chance.

   b. More personal attention and easier to handle.

3. Add new activities slowly.

   a. Repeat old activities each session.

ACTIVITIES: See Appendix "A"

1. Musical Stimuli: Singing, rhythms, marching, finger plays.

   a. Will promote cooperation--remaining in group.

   b. Can be origin of speech, skills, social attitudes, muscle control and help in self direction.

   Examples Finger Plays: Open, Shut Them, Peek-a-Boo, Pat-a-Cake, This Old Man.....

Record Songs: (Songs that combine minimum of story and promote listening and moving are good). Good Morning; Clap Hands Like Me, Clap, Clap, Clap Your Hands; Roll that Round Ball, Farmer in the Dell, etc.

2. Activities to Promote social skills of sharing, turn taking, cooperation with total group or partners.

   a. Basketball--Object roll or throw ball in box.

   b. Bowling--Object knock down pins.

   c. Circle (seated or standing) bounce, push or catch ball.

   d. Quoits--Object throw in box, in square.

MODERATELY RETARDED: Any individual with IQ 30-50.

1. Have definite goals (skills, socialization, sportsmanship)

2. Group (10-20). Session can be longer.

3. Low organized games (add new activities slowly).

   Example: Red Rover, Bean Bag Tag, Red Light.

   a. Teaches running, stopping, dodging, tagging.

      Hit Bucket, Throw the Bean Bag (throwing and catching).

4. Music: Game used for severely retarded plus rhythm band and simple folk dance.

   Example: Little Sally Water, Children Polka, How-do-you-do.

   a. Helps establish group cohesion.

   b. Setting action in the program of patterns.

   c. Marching or dancing with partners helps set patterns.

5. See Appendix "B"

6. Lead-up Games: Modified team games that involve one or more fundamental skills, rules used in major team sports.

   Example: Guard Ball (passing, catching, guarding)
   Kick or Bat Ball (throwing, catching, fielding, base running).
   Net Ball (throwing and catching).

7. Many in this group can enjoy sports, dancing, trips, camping, hiking, swimming, etc. All can eventually with routine progression of recreational activities.

MILDLY RETARDED: An individual with an IQ 50-80

1. Have definite goals (skills, socialization, sportsmanship).

   a. Will vary more by individuals.

   b. Wise use of leisure time, carryover activities.

2. Many will have to learn from how to play and get along in group, acquire skills, etc.

3. Group (10-20). Activities more varied and longer periods.

4. See Appendix "C"

5. Some individuals may need to start from basic learning how to play, low organized games, lead-up games to sports.

6. Many will need help in coordination, get along in peer groups, following orders, sportsmanship, cooperation, etc.

7. Many will need a great deal of motivation and counseling.

APPENDIX "A"

1. Benoit, Paul, Ph.D. Play Problems of the Retarded Children. American Journal of Mental Deficiency. Vol 6, No. 1, July 1955.

2. Benoit, Paul, Ph.D. Psycho-Educational Implications of Play in Retarded Children. National Association for Retarded Children, Inc., 99 University Place, New York 3, New York.

3. Bogg, Elizabeth. Recreation In a Residential Setting. Recreation In Treatment Centers, Vol. III, Sept. 1964, p. 7.

4. Connor and Talbot. Music Experiences. The Digest of Mental Retardation, Vol. II, No. 1, Fall 1965.

5. Friedrich, John A., Ph.D. Recreation Programming for the Mentally Retarded. Recreation for the Ill and Handicapped, Vol. 4, No. 3, July 1960.

6. Gareth, David Thorne, M.A. Understanding the Retarded Child.

7. Gootziet and Oldham. The Severely Retarded and Neurologically Impaired. Recreation for the Ill and Handicapped, Vol. 9, No. 2, April 1965, p.8

8. National Association for Retarded Children. Programming for the Severely Retarded.

9. Rathbone and Lucas. Recreation in the Total Rehabilitation. Chapter 2, pp 20-35.

10. Rosen, David. Recreational Philosophy For the Severely Retarded. Recreation for the Ill and Handicapped, Vol 4, October 1960.

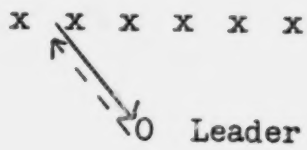
PRECEDING PAGE MISSING

11. Examples: (Game breakdown)

A. SKILL ACTIVITIES

Name: Bowl-A-Ball
Players: 2-6 or more (even numbers if possible)
Playing Area Outdoors, gymnasium, playroom.
Equipment: One or more softballs or similar type.
Basic Skills: Underhand ball rolling, following directions.

Formation: Players stand side by side, arms' length apart and facing leader



Directions: Leader calls name of player and rolls ball to that player. Player rolls ball back to leader in same manner as leader (mimic). Continue until all have accomplished skill.

Suggestions: (1) Instruct players to roll ball with ankles, knees and hips bent, so that the ball is very close to ground at beginning of the roll. (2) Emphasize accuracy in returning bal directly to leader. (aim). (3) Have players take turns in calling names and rolling ball as their skill increases.

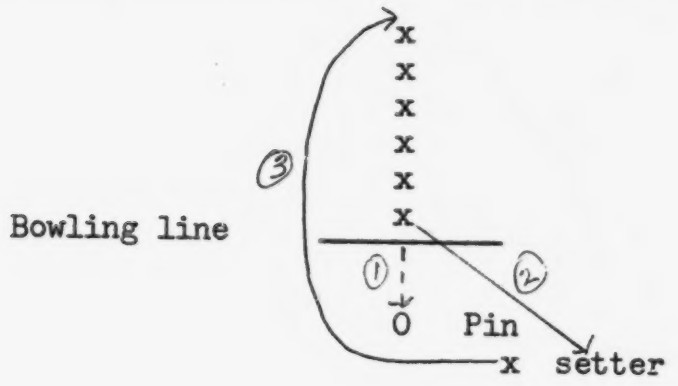
Variations: (1) Divide group into 2 squads facing each other about 10 feet apart; rolling the ball back and forth between squads. (teacher can call out names if ball is being monopolized by anyone.)
(2) In case of wheelchairs or those with limited use of limbs, allow them to move ball as best they can, with feet if necessary.
(3) Roll ball for distance.

Va' es: (1) FUN, (2) Skill learning for lead-up activity, (3) Group Participation, (4) Identity with activity, group and leader, (5) Physical activity, (6) Self-realization through doing, (7) Getting acquainted - "NEW FRIENDS".

LEAD-UP ACTIVITY

Name: Bowl and Set-Up
Players: 2-6 or more (even numbers if possible)
Playing Area: Outdoors, gymnasium, playroom.
Equipment: (1) One Indian club per team (2) one softball per team (see variations)
Basic Skills: Underhand ball rolling, following directions, team formation, pin setting.

Formation: Teams of 2-6 or more players each, single file. Each player in turn, stands behind bowling line. One player starts as pin setter. First player in each line (team) has a softball.



Directions: On a given signal, first player in each line, bowls (rolls) ball at pin set 20 feet from bowling line trying to knock it down. He then goes down to pin area and takes his turn at "Set-Up"; player who was setting up, goes back to end of respective line and awaits his turn to bowl. This procedure is continued until all have completed turns at bowling and setting.

Suggestions: (1) Instruct players to bowl with ankles, knees, and hips bent so that the ball is very close to ground at beginning of the bowl. (2) Explain and emphasize the importance of pointing bowling hand directly toward the target, during and following the bowling motion.

Variations: (1) In case of wheelchairs or those limited in use of limbs, shorten distance between bowling line and pin and allow them to move ball in the best way they can. (2) More than one pin may be set up as skill increases. (3) Indian Clubs may be substituted for by using milk cartons, tall tin cans or 2"x2"x8" blocks of wood.

Values: (1) FUN, (2) Arm and leg coordination, (3) Identification with activity, (4) Self-realization through participation, (5) Use of learned skills in a simple activity which allows for success (6) Sportsmanship, (7) Following directions, (8) Team Identification.

LOW ORGANIZED GAME

Name: Bowling at Indian Clubs or Objects

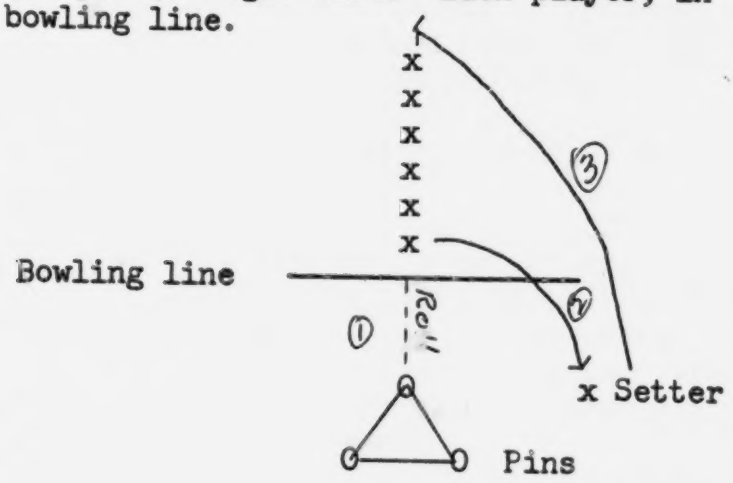
Players: 2 or more in even numbers if possible

Playing Area: Outdoors, gymnasium, playroom, one or more 6" triangles are drawn on ground with apex towards bowler, a bowling line is drawn 20 feet from apexes of the triangles.

Equipment: (1) Indian clubs or sticks of wood, 2"x2"x8", or quart paper milk cartons (clean) or tall or similar tin cans, or plastic bowling pins (a set for each triangle). (2) Softball.

Basic Skills: Underhand roll, arm and leg coordination.

Formation: Teams of 2-6 or more players each (depending on number in group) in single file. Each player, in turn, stands behind bowling line.



Directions: Without stepping over the bowling line each player bowls (roll) the ball along the ground and tries to knock over all the clubs, cartons or pins at one time. Ball must be rolled. Two trials are permitted unless all pins are knocked down with the first bowl.
Scoring may be done by counting 1 point for each pin knocked down, or 3 points for 2 pins down and 5 points for all pins down. (this will depend on the ability of the group.) Have each bowler take his turn at setting up pins and returning the ball after he has bowled. Thusly, he will set up the pins knocked down by person who bowls after him. Continue until all have bowled and set pins. Last bowler will be first pin setter.

Suggestions: Increase the number of pins to 10 as in regular bowling as skill of players increases. This will stimulate accuracy and participation. Add 1 to 4 step approach.

Variations; Wheelchair players and those limited in use of limbs may use best methods for them in rolling the ball.

Values: (1) FUN (2) The use of skills learned (3) Self-realization through successful participation (4) Sportsmanship (5) Competition (6) Memory work through scoring (7) Carry-over to regular bowling.

Note: In the two bowling sessions, insure safety of players who are setting pins by having them stand off to the side while ball is being bowled.

Name:	Bowling at Indian Clubs
Number of Players:	2 - 6
Space:	Outdoors, a cement or wooden floor, playroom, gymnasium
Playing Area:	One or more 6-inch triangles are drawn on the ground with apex toward the bowlers. A bowling line is drawn 20 feet from apexes of the triangles.
Equipment:	(1) Three Indian clubs or sticks of wood 2"x2"x8", a set for each triangle to be used. Clubs are placed on the corners of the triangle. (2) Softballs; at least one for each triangle used.
Formation:	Each player, in turn, stands with his feet behind the bowling line.
Procedure:	Without stepping over the bowling line each player bowls by sending the balls along the ground and tries to knock over all the Indian clubs. The ball may not be thrown. Three trials are permitted unless all the Indial clubs are knocked down with the first bowl.
Scoring:	One point is scored for one club knocked down; 3 points for two clubs; and 5 points if all the clubs are overturned.

B. PHYSICAL CONDITIONING

Name: Jumping Jack

Starting Position: Standing at attention

1. Feet together
2. Hands at sides *these are familiar cues for action
3. Like a soldier

Action:

Count 1 - Swing arms sideward and upward, touching hands above head (arms straight) while simultaneously moving feet sideward and apart in a single jumping motion.

Count 2 - Jump while simultaneously bring feet together and hands down at sides. Starting position.

Typical Problems:

1. Keeping arms straight while swinging them sideward and up above head until hands touch.

2. Moving feet sideward with jumping motion.

3. Coordinating arms and leg actions.

Suggestions:

1. Arm Action
   a. put your hands out to the side, way out like airplane wings.
   b. put your hands over your head, reach up to the sky.
   c. clap your hands over your head, way up high!

2. Leg Action
   a. Jump up and down, both feet.
   b. Jump up and touch target with your feet when you come down.

3. Arm and Leg Action (very slow count)
   a. Jump (feet together) and clap your hands way up high.
   b. Jump (feet together) and slap your legs.

4. Arm and Leg Action. (1, 2 count slow)
   a. Jump and clap your hands way up high, feet on target when you land.
   b. Jump and slap your legs, feet together like a soldier stands.

5. Arm and Leg Coordination (rhythmic 1, 2 count)
   a. Jump, clap hands, feet apart. Count 1
   b. Jump, slap legs, feet together. Count 2

It is important to take each step (piece) of the exercise, one at a time until the skill (jump jump feet apart; swing straight arm out and above head; clap hands above head, etc.) is learned by each pupil and put them together until the whole exercise can be done at one time. This may take many hours to accomplish when you are working with the severely and profoundly retarded. But it can be done. This breakdown comes from such a group.

Variations: Starting position same as above.

1. Stride jump without arm movement.
   a. Count 1 - Jump feet apart
   b. Count 2 - Jump feet together.

2. Simple jump and clap hands above head.
   a. Count 1 - Jump and clap
   b. Count 2 - Jump and drop hands to side.

*Jumping Jack, Youth Physical Fitness. President's Council on Youth Fitness, 1961.

Starting Position: Pupil stands at attention.

Action:

Count 1 - Swing arms sideward and upward, touching hands above head (arms straight) while simultaneously moving feet sideward and apart in a single jumping motion.

Count 2 - Spring back to the starting position.

* Original exercise from text

PHYSICAL CONDITIONING

Name: Squat Thrust

Starting Position:

1. Stand up straight
2. Hands at sides

Action:

1. Bend over and place hands on floor.
2. Keeping hands on floor, move feet to the rear, thus assuming a "Pushup" position.
3. Keeping hands on floor, bring feet back to position of start.
4. Stand up straight.
5. Repeat steps 1 thru 4 for second complete exercise.

Typical problems:

1. Getting pupils to keep hands in place on floor and thrusting feet to rear.
2. Moving both feet to rear at same time instead of walking them back.

Suggestions:

1. Lead up to exercise with toe-touch exercise, then floor touch exercise, emphasizing leg straightness.
2. Have pupils place hands flat on floor and kick like a "mule". Use of target to kick at will aid in this action. This will give feeling of lift to hips and backward extension of legs.

Variations:

1. When in position of action #2, leader may choose to have pupil do push-ups before continuing on with actions 3 and 4.

*Squat Thrust, Youth Physical Fitness. President's Council on Youth Fitness, 1961.

Starting Position: Pupil stands at attention
Action:
1. Bend knees and place hands on the floor in front of feet. Arms may be between, outside or in front of the bent knees.
2. Thrust the legs back far enough so that the body is perfectly straight from shoulders to feet (the pushup position).
3. Return to squat position.
4. Return to erect position.

*Original exercise from text.

PHYSICAL CONDITIONING

Name: Situps

Starting Position:

1. Person lies on his back with legs extended, feet 1 foot apart.
2. Persons hands, with fingers interlaced, are grasped behind the neck.
3. Leader or partner should hold person's knees to prevent buckling and keep legs flat on floor.

Action:

1. Sit up, lean forward and touch elbows to knees (simultaneous movement).

2. Return to starting position.

3. Not leaning forward and touching elbows to knees.

Suggestions:

1. Buckling knees - leader places hands on person's knees to keep them down.

2. Removing hands from in back of neck - leader places one hand over person's hands and holds them in place as exercise is done.

3. Not leaning forward and touching elbows to knees - leader places one hand behind person's shoulders and gently pushes trunk of person forward.

Variations:

1. Turn trunk at sit up position and touching opposite elbows to knees.

2. At starting position, fold arms across chest and proceed with exercise.

*Situps, Youth Physical Fitness. President's Council on Youth Fitness, 1961.

Starting Position:
Pupil lies on his back with legs extended, feet about 1 foot apart. The hands, with fingers interlaced, are grasped behind the neck. Another pupil holds his partner's ankles and keeps his heels in contact with the floor while counting each successful situp.

Action:

1. Sit up and turn trunk to the left. Touch right elbow to the left knee.
2. Return to the starting position.
3. Sit up and turn trunk to the right. Touch left elbow to the right knee.
4. Return to the starting position.
5. Repeat the required number of times.
6. One complete situp is counted each time pupil returns to starting position.

*Original Exercise from Test.

C. MUSICAL ACTIVITIES

Name: Jump Jim Jo, Folkcraft #1180, played on 45-speed

Formation: Circle of Couples

Starting Position: Partners facing - both hands joined.

1. Jump, Jump, Jump, jump, jump (all done in place)
   (2 slow) (3 fast)

2. Whirl, Whirl, Whirl, and Stop (all in place girl whirling under boy's arm)

3. Slide, Slide and take a Bow (boy bows to girls)
   (boys and girl's hands joined)

4. Whirl around and jump, jump, jump (girl whirls once and both jump 3 times)

Repeat above three times going clockwise in circle.

Typical Problems:

1. Keeping a circle formation - they tend to move to center of circle.

2. Keeping time to music.

3. Jumps and whirls not coordinated to music.

4. Original patterns too complex for severely retarded.

Suggestions:

1. Start group with formation of CIRCLE.

2. Circle formation with partners facing, both hands joined.

3. Introduce basic movements separately.
   a. Jump in place
   b. Whirl
   c. Whirl under boy's arm
   d. Slide step
   e. Bow boy to girl

4. Sitting in circle, listen to music, words and rhythm.

5. Clap time with hands (sitting in circle)

6. Leader gives verbal and physical demonstration of movements to music.

7. Group <u>mimics</u> leader individually without music.

8. Group <u>mimics</u> leader individually with music.

9. Group tries actual dance with music - leader corrects individually.

10. REPEAT, REPEAT, REPEAT **********

Working with the retarded in dance formation requires constant repetition and demonstration. The above modification was made for a group of severely retarded boys and girls and worked quite well. The music speed was slowed from 78 to 45 for more successful participation of all members of the group. It may be speeded up as the participants experience perfection of actions and formation control.

*Below is the dance as was originally published on Folkcraft #1180.

SONG

Measures

1-2 Jump, jump, oh jump Jim Jo,
3-4 Take a little whirl and around you'll go,
5-6 Slide, slide, and point your toe.
7-8 You're a sprightly little fellow when you jump Jim Jo.

DANCE

Formation - Circle of couples
Starting Position - Partners facing, both hands joined.

Measures

1-2 Two jumps sideward, progressing counterclockwise, followed by three jumps in place. Jump (count 1 and), Jump (2 and); jump (1), jump (and), jump (2), pause (and).

3-4 Release hands and turn once around in place with four jumps (2 jumps per measure). Finish facing partner and rejoin hands.

5 Two sliding steps sideward progressing counterclockwise. Slide sideward (1), together (and) and repeat (2 and).

6 Partners face counterclockwise with inside hands joined and tap three times with toe of outside foot.

7-8 Four running steps forward, then face together, join both hands and end with three jumps sideward, progressing counterclockwise.

The SUGGESTIONS that have been given are basically the same for all levels of retardation. The difference lies in the "Time" it takes for each level to grasp the activity and the relative number of times a leader must have the different groups repeat each step of the activity.

The original dance would seem suitable in its entirety for the mild and possibly the moderate retardate.

GAMES.

Refer to Recreational Activity Book by Rainier Recreation Department

1. Bean Bag Call p.6
2. Hit the Basket p.8
3. Ring the Bell p.13
4. Follow the Leader p.18
5. Two Little Hands p.22
6. Motion and Finger Plays p 26-27

APPENDIX "B"

1. Benoit, Paul, Ph.D. More Fun for Institutional Retarded Children. American Journal of Mental Deficiency, Vol 58, No. I, July 1958.

2. Fairbanks, Luch. Our Responsibility in the Rehabilitation Process. Illinois Department of Public Welfare.

3. Johnson, R.C. Recreation for the Mentally Retarded from a Teacher's Viewpoint. CEC-MR Newsletter, Vol III, No. I, June 1965

4. Owen, Carolyn and LaBranche, Thaddeus. Leisure Time Programming for Fun. Recreation for the Ill and Handicapped, Vol. 7, No. 4, October 1963.

5. Plant, James E., Dr. Recreation and the Social Intergration of the Individual. Recreation Magazine, September 1937.

6. Scheer, R. M. and Sharpe, W. M. Group Work as Treatment. AAMD Mental Retardation, June 1965.

7. Snyder, Anne, WSI. Swimming for the Handicapped. Recreation for Ill and Handicapped, Vol. 8, No. 2 April 1964.

8. White, R. T. Utilization of Effective Guidance Activities from Mentally Retarded. CEC-MR Newsletter, Vol. II, No. 3, February 1965.

9. Refer to articles 1, 2, 4, 6 and 9 in Appendix A.

10. Refer to Bibliography Nos. 6, 10, 11, 18, 34, 44, 55, and 62.

11. Refer to Game breakdowns in Appendix A.

12. Recreational Activities by Rainier Recreation Department

    1. Circle Stride Ball p. 5
    2. King of Diamond p. 7
    3. Hit the Basket p. 12
    4. Call Ball p. 8
    5. Ball Passing Relay p. 13
    6. Folk Dances p. 20-21
    7. Red Light p. 32
    8. Spin Platter p. 34

APPENDIX "C"

1. Cotten, Paul, M.M. Recreation for the Physical Handicapped Retardates Recreation for the Ill and Handicapped, Vol. 8, No. 3, July 1964.

2. Morton, T.T., Dr. Physical Disabilities. Playground Equipment for the Handicapped. Recreation for the Ill and Handicapped, Vol. 4, No. 2 April 1960.

3. White, Wesley D., Ed.D. Education for Life Adjustment. American Journal of Mental Deficiency. Vol. 59, No. 3, January 1955.

4. White, Wesley D., Ed.D., The Educational and Training Programs for the Institutional Care of the Mentally Retarded. American Journal of Mental Deficiency, Vol. 56, No. 4, April 1952.

5. Refer Appendix A, No. 1, 4, 6, 9.

6. Refer Appendix B, No. 1, 2, 4, 5, 6, 7, 8.

7. Refer Bibliography No. 6, 10, 15, 21, 24, 47, 52 and 59.

8. Refer to Games breakdown, Appendix A.

9. Suggested Activities. See Recreational Activities by Recreation Department Rainier

   a. Lead-up Games to Sports

      1. Evade Ball p 15

      2. Ball Passing Relay p. 13

      3. Four Squares p. 7

      4. South American Relay p. 5

   b. Sports, Basketball, Softball, Volleyball, Bowling, Swimming

   c. Social Activities - Trip, parties, dancing.

BIBLIOGRAPHY

Selected References on Recreation for the Retarded

1. American Association for Health. Physical Education and Recreation, Children and Fitness.

2. American Journal on Mental Deficiency and Mental Retardation. Published Bi-monthly by A.A.M.R.

3. American National Red Cross. Swimming for the Handicapped. Washington D.C.

4. Axline, Virginia Mae. Play Therapy. Houghton-Mifflin Co., Cambridge, Mass.

5. Beale, Fletcher. Social Dancing. Council for Exceptional Children and CEC-MR News Letter by NEA. 1201 16th N.W. Washington D.C.

6. Blake, William and Volpanne. Lead Up Games to Team Sports. Prentice-Hall Inc.

7. Borst, Evelyn. Book of Games for Boys and Girls. Ronald Press Co., 15 East 26th, New York.

8. Burcherral, Elizabeth. Folk Dance and Singing Games.

9. Burgess Publishing Co. Minneapolis, Minn. 426 So. 6th St. 55415 Water Ballet Pageants.

10. Burgess Publishing Co. Richardson Hazela. A Card File of Games for the Elementary School Grades.

11. Burgess Publishing Co. Stuart, L.R. and Ludlam, J.S. Card File and Rhythmic Activities Series I.

12. Chapman, Fredrick M. Recreation Activities for the Handicapped.

13. Davis, John E., SC.D. Clinical Applications and Recreational Therapy. Illinois: Bannerstone House, 1952.

14. Donnelly, Helms and Mitchell. Active Games and Contests. Ronald Press Co., New York, N.Y.

15. Eisenberg, Helen and Larry. Omnibus of Fun.

16. Equitable Life Assurance Society of U.S. Exercise and Fitness. 1285 Avenue of the Americas, New York 19, N.Y. Office of Community Services for Health Education.

17. Equitable Life Assurance Society of U.S. White, Paul D., M.D. The Advantages of Physical Fitness.

18. Geri, Frank H. Games and Rhythms for Children (Primary Grades).

19. Gilb, Stella S. The Gilb Revised Card File of Games. Kentucky: Hurst Printing Co., 1962.

20. Harris, Pittman and Waller. Dance a While.

21. Hunt, Lois. Mix and Match'em.

22. Hunter, Wahl and Willmons. Arts and Crafts for Retarded Children.

23. Kidwell and Smith. Bowling Analyzed. Iowa: Wm. C. Brown Co., 1960.

24. Kraus, Richard. Play Activities for Boys and Girls. McGraw-Hill Book Co. Inc. New York, N.Y.

25. La Due and Norman. This is Trampolining, Two Seconds of Freedom. Cedar Rapids, Iowa: Nissen Trampoline Co.

26. Latchaw, Marjorie. Pocket Guide of Games and Rhythms for Elementary Schools. New Jersey: Prentice-Hall, 1956.

27. Macfarlane, Allan. Book of American Games.

28. Mental Retardation Abstracts. U.S. Dept. of Health, Education and Welfare. Public Health Service, Bethesda, Maryland. 20014.

29. Miller and Ley. Individual and Team Sports for Women. New Jersey: Prentice-Hall, 1955.

30. Morehouse, Lawrence C. American Living a Threat to Fitness. Journal of Health, Physical Education and Recreation. Sept. 1956.

31. National Association for Retarded Children. Swimming for the Mentally Retarded.

32. National Association for Retarded Children. Children Limited. 386 Park Avenue So., New York, N.Y. 10016.

33. National Recreation Association. Forceful Communication Through Visual Resources.

34. National Recreation Association. Games for Quiet Hours and Small Spaces. N.Y.: National Recreation Assoc., 10th Edition, 1954.

35. National Recreation Association. Games Series I and II, Singing Games.

36. Northwestern Regional Workshop on Recreation for the Retarded. University of Washington, 1965.

37. Physical Education Guide 1-6. A Curriculum Guide. State Dept. of Public Instruction, Washington, 1961.

38. Physical Education Guide 7-12. A Curriculum Guide. State Dept. of Public Instruction, Washington, 1961.

39. Plant, James S., D.R. Recreation and the Social Integration of the Individual. Recreation Magazine, 1937.

40. Pomeroy, Janet. Recreation for the Physical Handicapped. Macmillan Co., New York.

41. President's Council on Youth Fitness. Fitness, Adult, A Program for Men and Women.

42. President's Council on Youth Fitness. Concepts and Foundations Youth Physical Fitness Part I.

43. President's Council on Youth Fitness. Fitness Facts, A Report to the Nation. Published by Equitable Life Assurance Society.

44. President's Council on Youth Fitness. Physical Fitness Elements in Recreation.

45. President's Council on Physical Fitness. "Vim" A Complete Exercise Plan for Girls 12-18.

46. President's Council on Physical Fitness. "Vigor" A Complete Exercise Plan for Boys 12-18.

47. President's Council on Youth Fitness. Youth Physical Fitness Parts I and II. Suggested Parts "g" "a". School Centered Program.

48. Publications of U.S. Government Printing Office. Motor Characteristics for Mentally Retarded. Division Public Documents, Wash. D.C. 20402

49. Randlett, Samuel. The Art of Origama.

50. Rathbone and Lucas. Recreation in Total Rehabilitation. Illinois: Bannerstone House, 1959.

51. Recreation for the Handicapped in the Community Setting. National Recreation Association.

52. Recreation for the Ill and Handicapped. Published by the National Association of Recreational Therapists, Athens, Ohio.

53. Recreation in Treatment Centers. Published by Hospital Recreation Section, American Recreation Society. 1404 New York Ave. N.W., Washington D.C.

54. Recreation Magazine. Published by National Recreation Association 8 West 8th St., New York, N.Y.

55. Richardson, Hazel. Games for Elementary School Grades. A Card File. Burgess Publishing Co., Minnesota.

56. Schlotter, Bertha E. An Experiment in Recreation with the Mentally Retarded. Lincoln State School, Illinois.

57. Smith, Anne Marie. Play for Convalescent Children.

58. Smyth, H. M. Co., Inc. The Ernie Davis Lesson Plan Book. 1085 Snelling Ave. N., St. Paul, Minnesota 55108.

59. Southern Regional Education Board Recreation Commission. Recreation for the Mentally Retarded. A Handbook for Ward Personnel. Georgia: 1964.

60. Stafford and Duncan. Physical Conditioning. H. S. Barnes and Co., New York, N.Y.

61. Summerfield, Hattie. Miniatures for Rhythm Band. Boston Music Co., 1930.

62. Sweet, Darrell. Play Activities for the Retarded Child.

63. The Digest of the Mentally Retarded. 10720 125th St., Richmond Hill, N.Y. 11419.

64. Thorne, Gareth David, M.A. Understanding the Mentally Retarded.

65. Van der Smissen and Knierim. Fun and Fitness Through Recreational Sports and Games.

66. White, Betty. Teenage Dance Etiquette.

DO THE SAME

OPPOSITE

I N T R O D U C T I O N

The material within has been collected and compiled by the Recreation Staff at Rainier School. Many of the games have been adapted for effective use in Social Recreation Programs for the retarded, physical and multiple handicapped groups.

We feel that the needs and problems of the ill and handicapped parallel each other. Therefore, we have combined material for them under one cover and hope that the samples will assist you in your efforts to effectively program in community, club or home.

P H I L O S O P H Y

The people who are ill and handicapped often have greater needs for activity due to the confines of their physical or mental condition. Their leisure or unplanned hours are usually numerous, especially in the community setting where the individual may not be included in family or community activity. They are thought to be different.

The only difference is, they haven't been included or given the opportunity to join in, to share in the activity, to explore their own capabilities, nor have they even been thought of as total persons.

Speaking from an institutional setting, the picture is very clear and the needs quite definite when we speak of recreation for the ill and handicapped. At the institution level we plan a varied program of activities for all types of handicaps. We feel that planned activity is most beneficial to the individual and its carry-over value into community living is a vital factor in our program planning.

Whether in a home, community or institutional setting, we must be aware of the potential, as well as the likes and needs of the individual. "You can discover more about a person in an hour of play than in a year of conversation." - Plato

Recreation Department Staff

VALUES OF SOCIAL RECREATION THROUGH LOW ORGAN AMES

Play is the recreator's way of educating the individual. Planned activities can mean the difference between fun while learning and the lack of participation from not knowing how.

Stimulation of an individual may be brought about by many things which are not always healthy or beneficial. Motivation through guided activities can lend fitness to the total person; mind, body, emotional and social habits.

A social atmosphere lends relation and absorption to "activity" and away from "self". It provides the participants with the chance to "lose themselves" in the group play while gaining courage and confidence.

Self realization and "belonging to" can come to the individual through social activities with friends who encourage him and give him a comfortable feeling.

Cooperative understanding and socially accepted habits are enhanced through group activities.

Social recreation has value for us all. As parents, teachers, recreators and volunteers, we can all play a part in leading the less fortunate from darkness into light through planned activity.

Recreation Department Staff
Rainier School
Buckley, Washington

TABLE OF CONTENTS

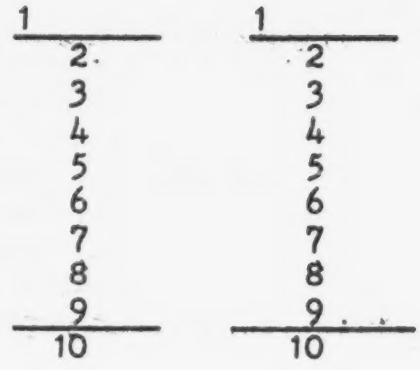
	Page
Introduction	1
Philosophy	2
Values of Social Recreation	3
Table of Contents	4
Games played with balls, bean bags, etc.	5 - 16
Musical or singing games	17 - 26
Fingerplay games	27 - 30
Miscellaneous games	31 - 40

SOUTH AMERICAN RELAY

Equipment may be: Volleyball or any rubber ball of similar size

Formation may be: 2 teams of 8-10 players like diagram.

On starting signal No. 1 rolls ball to No. 10. As soon as 10 gets ball he steps into line, replacing 9 who moves up one place and starts passing ball up the line to No. 2. Meanwhile No. 1 has run down to take the place of 10, and is ready to receive the ball. As soon as No. 2 receives it she steps into the place formerly occupied by 1 and becomes the roller. This continues until No. 1 is back in her original place.



CIRCLE STRIDE BALL

Equipment: Small play area and volley or large rubber ball

Formation: Circle of players and leader

A volley or larger rubber ball is used. The players are in a circle. Each player takes a stride stand position with feet touching foot of player on both sides. The player who is "IT" stands in the center of circle with ball. He rolls the ball attempting to roll it out of the circle between the feet of any of the players. If he is successful, the person who allowed the ball to pass out between his, becomes "IT". The players must use their hands to stop the ball.

This can be varied with no player in the circle and use the idea of keeping the ball rolling around in the circle and not letting it out. Players batting the ball low with their hands to keep it going.

Suggestions: The ball is rolled with an underhand throw. The players should be cautioned to keep the ball low to avoid hitting players in the circle.

BOUNCE AND LAUGH

Secure ball that can bounce. One Player "IT" stands in the center of circle. Have "IT" bounce a ball. While he bounces the ball, all players laugh. When he stops bouncing the ball, the laughs turn to frowns. Game is played the same as "Toss and Laugh". (p. 32)

HOT BEANS

Equipment: Bean bags

Formation: Circle of players, one in center who is "IT"

Object: To toss the bean bag from player to player to keep "IT" from touching the Hot Beans.
For "IT" to try to touch the Hot Beans.

Action: On signal the player with the bean bag tosses it to someone in the circle who tosses it to another player. Players keep throwing bean bag across circle while "IT" tries to touch or catch the bean bag. If "IT" touches the bean bag he changes places with the player who threw the bean bag.

Variations: Player may throw or roll a ball while "IT" tries to touch or catch ball. A balloon may be used in place of bean bags.

BEAN BAG CALL

Equipment: Bean Bags

Formation: Players form a line facing the leader. The leader calls the name of a player who tries to catch it and toss it back to leader.

Use an underhand toss.

BILL BOARD

Equipment: (1) A board or heavy paper of convenient size marked out in 6-inch squares (24x24, 24x30, 30x30) or a diagram may be drawn on the floor with chalk. Mark squares 5, 10, 15, 20, 25, etc.
(2) Rubber rings or small bean bags

Formation: Group of players in lines

Object: To toss rubber rings or bean bags onto the numbered squares from a distance of 5 to 10 feet.

Score: Squares hit from five tosses. Any ring touching line does not count.

FOUR SQUARES

Equipment: One Volleyball

Formation: Four players standing in squares---others on sidelines

Object: To advance to square "D" and stay there as long as possible.

Area: Four squares each six feet square. Lines marking square should be about one inch wide.

Action: The player in square "D" starts the game by serving the ball. He does this by dropping the ball with one or two hands in directing the flight of ball so that it bounces in one of the other squares. The player in the receiving square waits for the ball to bounce, then hits it with the hands to another square. The play proceeds until one of the players makes a foul or fails to return the ball. When this happens, the offending player is out of the game and goes to end of the waiting line. Players behind the offending player move up one square. The first player in the waiting line always enters the game in square "A" moving up, B,C,D.

Fouls:
1. Failure to return the ball on the first bounce.
2. Stopping the ball. It must always be played from motion.
3. Hitting the ball with the down stroke, or with the closed fists.
4. Sending the ball outside the game area.
5. Hitting a line, any line, with the ball.
6. Playing a ball not in your square.

A player may step outside his square to play a ball and he may step on a line, but the ball may not go out or hit a line. If two players persist in playing the ball only to each other, a rule may be added requiring a player to return the ball to another square not the one from which it was just received.

KING OF THE DIAMOND

Equipment: Plastic bat and ball (indoors) or softball and bat (outdoors)

Formation: Any number of players in circle

Action: A circle of players is formed. In the center is placed a box about three feet or larger. All players except one are in circle and take turns throwing a softball into the box. The center player "King of the Diamond" stands in front of the box with a bat and tries to prevent ball from hitting the box . He may use only the bat and no part of body and he may move at will around the box. If a circle player succeeds in hitting the box, he becomes the new "King of the Diamond". If after a few minutes, no one succeeds in hitting it, a new "King" may be chosen.

PINGPONG BASEBALL

Equipment: A pingpong ball and paddle. Small play area.

Formation: Two teams

Two teams are chosen. One goes to bat and the other into the field. The game is just like softball except that the pitcher pitches a ping-pong ball to the batter, who must hit it with the paddle. The base lines are shortened--also the distance between the pitcher's box and home plate. The size of the diamond will depend upon the space that is available.

Suggestions: When playing in the day hall the players should do a fast walk in place of running. Diamond can be marked by putting boxes with chalk on the floor where each base should come.

HIT THE BASKET

Equipment: Soccer ball, waste basket

Formation: Players in a circle or a line of players. One player has the ball. Place a well weighted waste basket in center of play area.

Actions: To kick ball and hit the basket.

On signal, players place ball on floor and kick it towards basket. (Can be rolled from wheel chairs). If the ball strikes basket, player makes a point. Whether scores or not player takes a turn. Stress proper kicking and recovering the ball for the next player. (Throwing and catching can be used.)

Hula Hoops can be used in place of basket. Players trying to have ball stop inside of hoop.

CALL BALL

Equipment: Bean bags or ball of any size

Formation: Circle of standing players

Action: A circle is formed with one player in center. He tosses the ball straight up in the air calling the name of any player in circle. This player attempts to catch the ball before it hits the floor or on the first bounce. If he is successful he gets to toss the ball from the center and call a new player out.

Note: The center toss should be fair and a height named by the leader. Give suggestions on catching and throwing as the children play. Do not leave anyone in center for a long period of play.

COME BACK BALL

Equipment: Volley ball or any rubber ball that will bounce

Formation: Square of four players

Action: Four players stand at the center or one on each of the sides of a 12 ft. square marked out on the play area. Directly in the center of the square, a circle of 12 inches is marked. Each player faces his rival across the square. The mode of play is to keep a volley ball bouncing from the palm of one hand to center spot and on to the player opposite, the ball is bounced back the same way. A bad stroke which makes it impossible for player opposite to return it may count as one miss, when player misses three times, the ball goes to the other pair of players.

Can be played when all four players keep the ball bouncing back and forth across the square so it remains in play for as long a time as possible. Three misses and out is the rule for this method of play also. A player from side lines can take place of this player and game continues.

A double hazard version of this game is to have each two players use a volley ball and when one ball has been knocked three times out of the square by the ball of the other pair of players, the pair who has forced the ball out three times counts strokes and wins.

OVER AND UNDER RELAY

Equipment: Ball or bean bags. Small play area

Formation: Lines of equal number of players 8-10

Players are in relay formation, space between each player in the line. The first player in each file has a ball or bean bag. At a signal to start, the first player passes the ball over his head to the second player, who passes it between his legs to the third. The ball is passed over and under the whole length of the file. The last player, upon receiving the ball, runs forward to the front of his file and starts the ball again. This is continued until the file is back in its original line-up and the ball in the hands of the original first player. File finishing first is the winner.

Variations: When the last player in the file receives the ball he calls "face about" and team faces about. The ball is then worked over and under each player until it reaches the first player. File through first is the winner.

PINGPONG FUN

BOWLING GAME

Equipment: Paper cups and pingpong balls

Formation: Two equal teams of players any number

Players are divided into two equal teams. Each team stands back of a line and each player places his cup in front of him on the line. There should be about 25-30 feet between the lines. The balls are distributed evenly before the game starts.

Action: On the signal, the balls are bowled in an attempt to knock over an opponent's cup. No player may protect his cup with his hands or feet. As a cup is bowled over, that player picks up his cup and steps out of the game. The object is to see who will be the last player left. As players are thinned out, remove one or more balls from the game. If a player knocks over his own cup, he is out. The game is continuous.

TABLE FOOTBALL

Equipment: Four Coke bottles and a pingpong ball and rectangular table

Formation: Two equal teams of players

Four coke bottles, two at each end of a rectangular table, wide enough so that people are not blowing in each other's faces. The bottles are placed like goal posts. One end is the Blue's goal and the other the Red's.

Players are divided into two equal teams kneeling on the floor so their chins are on the level of the top of the table. Players are alternated (on one side of the table is Red, Blue, Red, Blue and the same on the other side). One Red player is goal keeper and kneels at one end of the table and a Blue player at the other end of the table.

Action: The pingpong ball is placed in the middle of the table and the game starts. The object is to blow the ball through the opponent's goal. If the ball rolls off the table, it is placed again in the center. One point is scored for each goal.

TEAM PIN GUARD

Equipment: 2 Soccer balls, 2 bowling pins

Formation: 2 teams in separate circle formations

Action: Divide players into two teams and arrange them in separate circles, each 24 feet in diameter. Set up bowling pin in center of each circle.

Place one player from each team in center of opposing team's circle. Give players of each team a soccer ball (2 balls may be used). They throw balls at pin attempting to knock it down, while the guards defend club with hands, legs and body. Plays may run for ball but must return to circle to throw. The team that knocks their club down first scores one point and the play in both circles stops. The guards return to their team and two new guards are appointed. The team scoring most points wins.

Variation: One team forms a protective circle around three bowling pins. The opposing team is lined up on an outer circle about 10 feet from inner circle and players. The outer circle is attacking team and inner circle the guards. The attackers have two or more balls and try to throw them past guards and knock pins down. The attackers can enter circle to retrieve balls, but can only throw from their circle. When one club is knocked down, player changes places. The team that knocks down pins in shortest time is the winner.

GUARD THE GATE

Equipment: Large rubber ball

Formation: Circle any number of players

Action: Players sit on the floor in a circle arm's length of others. Each guards the space on both sides of him. Lift arms to fill the space, put up the gate, lower the gate.

When the players have the idea of guarding the gate, one player takes a volleyball or other large ball. He rolls the ball as hard as he can across the circle, trying to get through an open space. Players next to space try to stop ball. A player who stops it may roll it across the circle.

If ball goes through circle, the two players next to opening race for ball. The one getting the ball and other player get in position before the game starts again.

Stress other players remain seated except the players after the ball.

Praise the child who manages to roll the ball through the gate. Also praise the player who stops a ball.

HIT THE BUCKET

Equipment: 8-inch ball, wastebasket or box

Formation: Circle 6-8 players

Action:

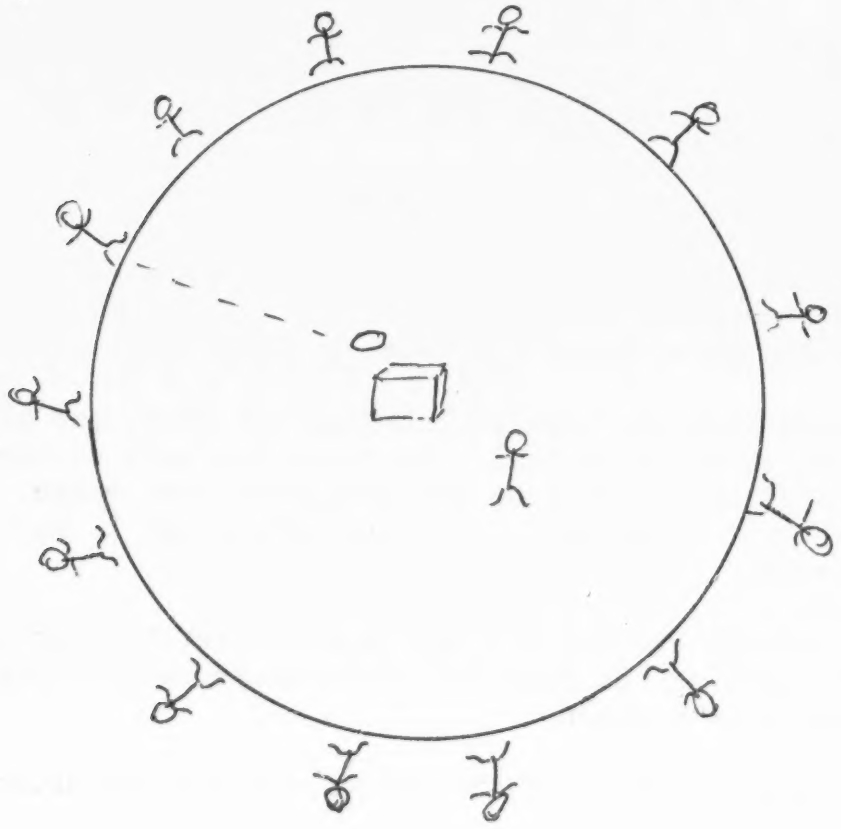
1. Each player, in turn, tries to throw ball into basket from outside of circle. When he is successful, he makes one point.

2. Player in center of circle is retriever, gets ball and passes to next player.

3. Scorekeeper keeps each player's score (Leader should do this).

4. After all players have equal number of turns, player with highest score wins.

Note: Can use several circles and have team competition.
Use small circle to start and gradually increase diameter of circle for longer throws.
Use underhand, two-hand free throw when throwing for basket.
Retriever should return ball quickly.



BALL PASSING RELAY

Equipment: One ball per team

Formation: Any number Suggest 8 to 10 per team

Action:

1. Divide group into even teams, 6 to 12 per team. Each team sits on chairs in files, one behind the other.

2. First player of each team holds ball. On signal "Go" he passes ball over head to next player and on down to end of line.

3. When player at end of line receives ball, he carries it to head of line and sits in first player's seat. While he is doing this, all players in line move back one seat. Ball is passed again and this continues until all players are back in original seats. Team to finish first is winner.

Note: If ball is dropped, player losing it must recover it and return to seat before passing it on.

HOUND AND HARE

Equipment: Two bean bags, two balls, varying in color or size

Formation: Any number of players seated or standing in a circle

Action: Organize group into a circle. Players may sit or stand. The purpose of the game is to see if the object called "Hound" can catch the object called the "Hare". The Hare is started around the circle being passed from player to player. The Hound is started by passing from player to player. The Hound may go in either direction and so may the Hare to avoid being caught. Each player in the circle must handle the objects. A variation in this game may be played in which a point is given to the player who is touching the Hare with his hands when the Hound reaches him. Three points would require him to do a stunt or consequence.

RING THE BELL

Equipment: Hula hoop, bell, ball or bean bag

Formation: Players in lines for turns

Action: A hoop with a bell suspended in center hanging from doorway or ceiling so it is at eye level height. Hoop should be fixed so does not turn, but is stationary target. Players stand about ten feet away and take turns throwing a rubber ball or bean bag at hoop. If ball goes through hoop and hits bell, give 10 points or small award. Each player has several turns.

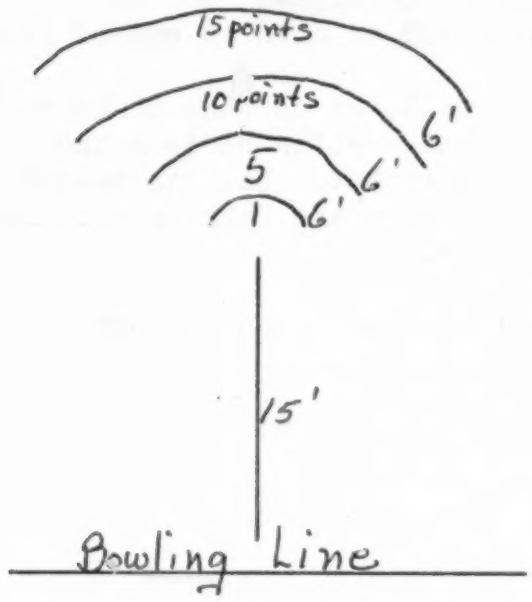
Note: The ring of bell may encourage player to try and throw a ball or bean bag. Leader should demonstrate how to throw ball.

BEAN BAG BOWLING

Equipment: 4 to 12 heavy bean bags. Small play area

Formation: Two teams or group of single players

A diagram, as shown should be marked on the floor with a bowling space as indicated. The "hazard" is slightly raised piece, such as a door sill or stick, over which the bags must be bowled. This hazard is necessary to the success of the game.



The object of the game is to slide the bags into the circle so as to make the highest possible score.

Rules: If the game is between two sides, five innings should be played, following the same order as in baseball. Each player is given two bags and must bowl each inning and in the same bowling order. The captains of the team bowl last each inning. A score board adds to the interest.

This may be played in a day hall. If floors are waxed the game is greatly improved. Chalk circles will not mark the floors.

NUTS AND SQUIRRELS

Equipment: One bean bag for each team

Formation: Line of any number of players

Action: Place group into even number single lines or files. Each team may represent a tree, such as Fir, Oak, Pine, etc. Place one player about ten feet in front of his team and facing team with his arms held out in sideward position representing limbs of his tree. The players represent the squirrels of that tree. The first squirrel in line places the bean bag (nuts) on his head and at the signal "go" walks rapidly to the tree and stoops under limb, goes around tree and stoops under the other limb and back to the other squirrels. Next squirrel in line takes nuts off head of the first squirrel and places on his head before starting out around the tree. This is repeated until all the squirrels have carried the nuts around the tree and back. Each squirrel must not hold the nuts in place with hand while walking. If the nuts fall off, squirrel must stop and place nuts back on head before going forward. The first team of squirrels to finish is the winner.

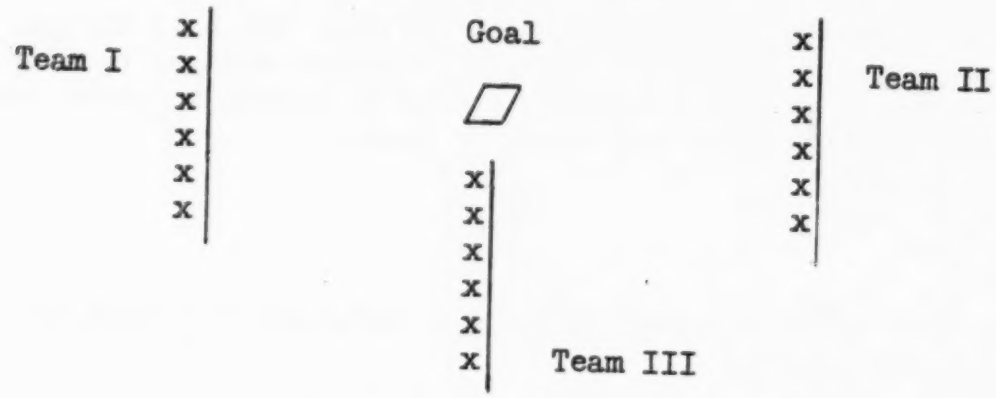
Note: Proper stooping and good body balance should be stressed for this activity.

EVADE BALL

Equipment: Volleyball, chair or stool

Formation: Three teams in file formation any number

Action: Players are divided into 3 equal groups. Teams 1 and 2 form the side lines facing each other with about 25 feet between them. Team 3 are runners. A post or chair is indicated as the goal.



To begin the play the ball is thrown to one of the side teams. Player No. 1 on the running team starts to run in between the two teams, around the goal and back to starting line. He scores one point if he is not hit during the running. As soon as he reaches home, the next player, until everyone on his team has run. Score is then added for all who made successful trips.

If a player is hit during the running, he is out and steps out of the way. The next player on his team starting immediately. Team III takes place of Team I. Team I goes over to replace II and Team II becomes runners, clockwise progression.

Rules: No fielder may throw from in front of his line.
No player may hold the ball more than three seconds.
All hits must be below the waist of the runners.

CROWN THE KING

Equipment: Bean bags or rubber ball

Formation: Circle of players with 2 players in center

Action: The King sits on a chair in the center of the circle. Another player stands in center and acts as guard to the King. Players in circle have bean bag or ball and attempt to hit (or crown) the King. (Caution the players to hit below the waist.) The guard protects the King from being hit. If some one from the circle hits the King he comes in as the guard and the guard becomes the King. The King goes to the circle of players.

Note: Teach the players to pass quickly and to keep the ball moving. Urge those that stand to go after the ball. Player must be back in the circle after recovering the ball before passing or trying to crown the King. The guard may block the ball with feet or hands.

BOWL SPOT BALL

Equipment: Any type balls (croquet balls are excellent for outdoors and rubber balls for indoor)

Formation: Group of players

Action: Any type ball can be used. Croquet balls are ideal. One ball known as "spot ball" should be painted or marked white. Each player uses one other ball.

The players draw lots for privilege of rolling the "spot ball". The winner stands behind a foul line and rolls spot ball out on the lawn or play area and then rolls her own ball, attempting to make her or his ball come to rest as near the "spot ball" as possible. Each player rolls his or her ball in turn. The score is counted according to the number of players. If four players, the nearest ball scores four, next three and so on. If a player's ball hits the spot ball and moves it, he does not score anything. If two or more balls are equally distant from the "spot ball" the players who rolled them roll again. In second frame, the winner of proceeding frame rolls the spot ball and then his own. Others in order of their scores in proceeding game. Score 50 is game.

CIRCLE PASSING RELAY

Equipment: Ball or bean bag

Formation: Circle of (8-10* or (10-12) players

Action: Circle of exactly the same number of players. One person is designated as captain. (While learning the game the Recreation Leader should be Captain.) At the signal "Go" he starts passing bean bag or ball around the circle to her right or left calling "1" and continues around again calling "2" the second time. When he calls "3" he raises hand to indicate finish. After group learns procedure, have several circles and see which circle finishes first.

PASS THE BLOCK

Equipment: Block, Bean Bag, Bells and any lively music

Formation: Players sit in a circle. A block or bell is passed around while the music is played. The player holding the block when the music is stopped must give four words with the letter "D" before the block is passed around the circle by the other players and comes back to him.

HICKORY DICKORY DOCK

Equipment: Record No. 190 Estamae (or as a game and no music)

Formation: Circle of players (for more advanced groups, can be a circle dance using couples)

Action: Hickory Dickory Dock saying or singing
swing arms in front of body like a pendulum both arms parellel.

Tick Tock Step, Step (a firm step, but not a stamp)

The Mouse ran up the Clock
Turn around in place (for a dance couples change place with little running steps, passing right shoulders and face each other)

The Clock Struck One
Hold one hand high, clap sharply on "One" as hands reverse position

The Mouse Ran Down
Turn in place (four couples change places with running steps)

Hickory Dickory Dock
Swing arms like pendulums

Tick Tock
Step, Step

COME ALONG

Equipment: Lively Music (can be played without music)

Formation: Circle of any number players

Action: Players stand in a circle. One player "IT" starts skipping around the inside of the circle taking a player from the circle by the hand and continues to skip. The second takes a third and so on until the music stops. All run for their original place in the circle. A new "IT" can be chosen by the leader or the old "IT".

Note: Encourage "IT" to take new players every round of the game. Some tend to choose their pals over and over leaving some players to stand.

MAGIC CARPET

Equipment: Hula Hoops and music

Formation: Circle of any number of players

Action: Place hula hoops about 15 or 20 feet apart in a circle. Children form a circle. On signal (can use whistle but music is better) the children walk around the circle through the hoops. When the stopping signal is given, any child who is stepping in the "Magic Carpet" is out of the game. Game is continued until one player remains.

Hints: Children must walk across the "carpet". Teacher or leader should be in the circle to lead the children around the circle. Try to get the children to stay in line and follow the leader.

FOLLOW THE LEADER

Equipment: March music Small or large play area

Formation: Line of players 6 to 8 to start with

A line of players tries to duplicate exactly every feat performed by a leader. Anyone who fails, goes to the end of the line. Give every one a chance by allowing the first leader to perform only three stunts. His place is then taken by the next in line.

Suggestions: To begin have players learn to stay in line and lift their feet to march music. Slowly add one movement at a time. No more than two for several times. You will need to lead them or have one of the older children help lead the line.

PASS IT ON

Equipment: Music or whistle

Formation: Close circle of players

Provide small bells, bean bags, balls, etc. that may be passed.
Music or whistle for leader.

Players are seated or standing in close circle. While music is being played, the ball is passed quickly as possible from hand to hand. When music stops suddenly (or whistle is blown) the player having the ball pays the penalty. For first offense, must pass ball behind him; second offense, both arms up, one arm up, etc.

Suggestions: Have players play slowly at first trying to increase speed as they learn to handle object. Could vary the game by having players drop out and see who could stay in longest.

MUSICAL SCRAMBLE

Equipment: Music (march, hop, skip, walk)

Formation: Circle of players

Action: Players walk around the room to music. (If possible keep players in a circle going the same direction) At intervals the music stops and each player finds a seat. (Or have the players sit where they stop.) Last player down is out and sits in a corner. Continued until most of the players are eliminated.

Note: Concentrate on following directions of formation, stopping and sitting. Later work on different movements such as keeping time to music, hopping, etc.

FIND A PARTNER

Equipment: Lively march record

Formation: Single circle of players. Count off by 5's around circle

When the music starts everyone walks or marches around the room in the line of march. At a signal the walking stops and everyone holds up the number of fingers corresponding to his number in the circle. All dash madly about trying to locate a partner who is holding up his hand with the same number of fingers in evidence. As soon as a partner is located the two people step back to the circle. As soon as the music starts these couples start walking around together. Those who did not succeed in getting a partner before music starts must stay in the center until the next signal to get a new partner. Do not keep too strictly to circles but keep the traffic moving in the same direction.

WHISTLE GAME

Equipment: Any good lively march

Formation: Single circle of couples facing line of march

Instruct group to listen to number of whistle toots (also hold up fingers to indicate number) and form lines of that number continuing marching. Any left over go to the middle of the circle and wait for the next number. Vary whistle toots from odd to even numbers. Finish in formation of 2's, 3's or 4's for other games such as relays or catch.

MUSIC MADNESS

Equipment: Music - any kind

Formation: Seated group

Action: One player leaves the group. The group then decides where he will stand and what he will do when he returns. When he is recalled, he wanders about trying to find the place they have in mind. Music is played softly when he is far from the chosen spot and more loudly as he gets near it. When he has found the right spot, the leader gives him a direction to follow.

HOW DO YOU DO MY PARTNER

Equipment: Record "How Do You Do, My Partner" (may be checked out from Recreation Office)

Formation: Circle of partners or a single circle of seated players

Circle of couples facing counter clockwise, starting position partners facing each other. 1-6 partners face each other and shake right hands while singing:

Song
1-2 How d'ye do my partner,
3-4 How d'ye do today?
5-6 Will you dance in a circle?
7-8 I will show you the way.

7-8 partners face counter clockwise and join hands in skating position.

Chorus
1-2 Tra, la, la, la, la, la,
3-4 Tra, la, la, la, la, la,
5-6 Tra, la, la, la, la, la,
7-8 Tra, la, la, la, la, la,

1-8 of Chorus all skip counterclockwise, singing chorus. Repeat.

Suggestions: For wheelchair children or older children who do not skip have a single circle of players. Have them shake hands with the one on their right or left singing the song; during the chorus, have them clap to the rhythm, singing the chorus.

I WISH I WERE A PONY

Equipment: Record tune "Did You Ever See a Lassie"

Formation: Circle

Action: Children form a circle and dance around to parts of song. Any animal may be chosen, but action necessarily changes with each new animal. Leader should enter game and lead all actions. Keep children following in circle singing and doing actions.

I wish I were a pony, a pony, a pony;
I wish I were a pony cause ponies can trot.
Trot this way and that way
Trot this way and that way
I wish I were a pony cause ponies can trot.

Continue: I wish I were a birdie (arms flying),froggie (jumping), duck (waddling), donkey (hands to ears), etc.

LITTLE SALLY OR JOHNNY WATER

Equipment: Record "Little Sally Water" (may be checked out from Recreation office)

Formation: Circle of players (small to start)

Single circle facing center. One player kneeling in center, hands covering eyes.

Song: 1-2 Little Sally Water sitting in the saucer
3-4 Rise, Sally, rise; wipe off your eyes,
5-6 Turn to the East and turn to the West
7-8 Turn to the one that you love best.

Action: 1-2 All face and walk counter clockwise, circling around the center player who sits with face covered, pretending to weep.
3-4 Circle stand and face center as center player stands and wipes eyes.
5-6 Center player turns to the East and to the West then points to some player in the circle. That player then becomes the new center player.

Suggestion: Leader should stand in the center with the player singing the song helping the center player with the actions. Some of the older children could help with the circle players.

CHARLIE OVER THE WATER

Equipment: None Small play area

Formation: Circle of players and leader

The players are in a circle with hands joined. One player, Charlie, is in the center. The circle moves to the left while singing.

Charlie over the water,
Charlie over the sea,
Charlie caught a blackbird
But he can't catch me.

On the word "me" the players quickly squat. Charlie tries to tag anyone of the players before they get into the squat position. Anyone he tags changes places with him and the game is repeated.

Suggestions: If Charlie is slow in tagging, choose another player to help him. Watch for fair playing. If Charlie is slow, he may point to a player in the circle instead of tagging him. Change directions of the group to avoid dizziness. All the children should sing while playing as this adds a dramatic element to the game.

SINGING AND ACTION FUN

Equipment: Can be done with or without music

Formation: Suggest circle formation or lines. (Small groups)
Leaders sing words doing action.

THE EXERCISE SONG Tune - London Bridge

Head and shoulders, knees and toes, knees and toes, knees and toes
Head and shoulders, knees and toes
That's the way the story goes.

Action: Start at top of head and work down. On last line reverse action.
Clap hands over head.

TWO LITTLE HANDS

Two little hands go clap, clap, clap; two little feet go tap, tap, tap;
Two little hands go thump, thump, thump;
Two little feet go jump, jump, jump;
One little body turns around; one little child sits quietly down.

JACK-IN-THE-BOX

Jack-in-the-box resting so still,
Will you come out? Yes, I will.

Action: All squat--jump up on last three words.

IF YOU'RE HAPPY Tune "She'll Be Coming 'Round the Mountain"

Equipment: Record (is not necessary)

Formation: Circle of players

Action: Leader to sing and perform action (put lots of zest into song and action)

If you're happy and you know it, clap your hands (clap)
If you're happy and you know it, clap your hands (clap, clap)
If you're happy and you know it,
Then you really ought to show it.
If you're happy and you know it, clap your hands (clap, clap)

Verses to be sung: Stamp your feet, wink you eye, shake your head, etc.

Verses to be sung: Turn around, touch your toes, jump up high, touch the sky, stand on tiptoe.

Verses to be sung to teach parts of the body: Touch your head, ears, nose, chin, etc.

JACK-IN-A-BOX

Equipment: None

Formation: Single circle, facing inward

Action: Leader sings words and leads action--urge players to sing

Words	Action
Jack-in-abox is a funny wee man He sits in his house as still as he can be; He sits in his house as still as he can be.	All players crouch and remain still as they sing the first three lines.
Then suddenly up he jumps	All jump up and stretch their arms over their heads as high as they can.
In, out, in, out, funny wee jack-in-a-box; In, out, in, out, funny wee jack-in-a-box.	All crouch, jump up and stretch, then place feet together, hands on hips and jump in place 4 times.
Jack-in-a-box is a funny wee man	Repeat above action.
He stands up straight, as straight as he can He stands up straight, as straight as he can.	All stand very still.
Then back in his box he goes	All crouch.
Out, in, out, in, funny wee jack-in-a-box Out, in, out, in, funny wee jack-in-a-box.	All jump up and stretch, crouch, then rise, feet together and jump 4 times. Repeat above action.

MARCHING SONG

Equipment: March record

Formation: Line of marchers 6-8

Action: Leader should have players in single file or by two's. He repeats the verse encouraging marchers to repeat after him:

March, marching on we go, left foot
Right foot, row by row.
On we march with head up high
We shall get there by and by
Marching, marching, on we go, left foot
Right foot, row by row.

I SHOULD LIKE TO GO SHETLAND (Record same name) Can be checked out at Recreation Office

Equipment: Music

Formation: Circle dancers - small group to start (20)

Words	Action
I should like to go Shetland Come and take a ride with me:	Single circle facing center. Five players "the riders" in center, holding hands.
I should like to ride a pony. I can do it, you shall see.	1. Players in outer circle moving counter clockwise. Riders in center clockwise.
Gee up, come along, Gee up, come along Gee up, come along Whoa! Back. Whoa!	2. Outside circle stands still while "riders" select "ponies" and drive them to center, galloping behind them, grasping their hands around the waist.
NOTE: Leader should encourage group to sing along while playing game.	3. Outer circle, without ponies, and center players with selected ponies gallop in opposite directions.
	4. All stop on "whoa", riders return to outer circle and ponies remain in center and become new riders. (new rides each time)

MY HAND UPON MY HEAD -- Sing Fun

Equipment: None

Formation: Line or circle 6 to 10 players

Action: Leader to repeat words doing actions

My hands upon my head, I'll place upon
My shoulders and my face
On my waist and by my side, and
then behind me they will hide.
Now I'll reach my hands up high, and
let my fingers fly, fly, fly.
And then I'll clap them, 1, 2, 3
And see how quiet they can be.
(Fold hands across chest)

RHYTHM GAMES (Teaching basic skills are necessary as a good foundation for rhythm)

WALK

Touch heel to ground first, rolling easily to ball and toe. Lift foot clear of ground on each step. Point toes forward. Hold body erect and easy. Let arms swing easily in opposition to legs. Timing even intervals. (Walk-walk-walk-walk)

SKIP

Walk forward on one foot and hop on same foot. Walk forward on other foot and hop on same foot. Keep movements high and light. Timing: uneven intervals. Walk-hop-walk-hop-walk-hop.....

SLIDE

Step sideward with one foot, then bring other foot up to first foot (a step-close pattern to side). Timing: uneven intervals--step-close-step-close. A forward slide is a "gallop", a turning slide around a focal point is a "buzz" step for swinging partners.

TWO-STEP

Take three walking steps in a step-close pattern. Timing: uneven intervals--step-close-step.

SINGING AND RHYTHM GAME

SALLY GO ROUND

Sally go round the moon
Sally go round the stars,
Sally go round the chimney posts
Every afternoon--Boom

Formation: A double circle moving left. (Partners holding hands) (Dancers may either walk, skip, slide or gallop while singing song.) At the word "Boom" the children in circle squat to floor quickly as possible.

One player is "It" in center of circle. He picks the last player down. He joins the player in the center. Repeat song going in opposite direction. When half of the children are in the middle, they all join the outside circle except the last two who are "It". Repeat. (After players learn game, start with two in the center).

MOTION SONG

Equipment: None

Formation: Circle of players

Action: Leader will repeat song suiting actions to words. Be sure to go slow until children learn the actions.

Open, shut them, open, shut them (hand)
Give a little clap
Open, shut them, open, shut them
Find them in your lap.
Creep them, creep them, creep them, creep them
Up to your pretty eyes
And through your fingers peak.

Open, shut them, open, shut them
To your shoulders fly;
Let them like birdies flutter
Flutter to the sky.

Falling, falling, falling, falling
Nearly to the ground
Quickly raise them, twirl them
Round, round and round.

Note: Make all actions extreme. Leader should show lots of pep.

FINGER PLAYS

Words	Actions
This little pig went to market, This little pig stayed home, This little pig had roast beef, This little pig had none, This little pig cried, "Wee,wee,wee, I can't find my way home.	Touch big toes. Touch next toe of each foot. Touch middle toe of each foot. Touch next to little toe. Touch tiny toes.
Pat-a-cake, pat-a-cake, baker's man Make me a cake as fast as you can, Roll it, prick it, and mark it with T, And put it in the oven for Tommy and me.	Clap hands rhythmically. Repeat Pantomime rolling, pricking, marking T and putting in oven.
Thumb man says he'll dance. Thumb man says he'll sing, Dance and sing, my merry little thing, Thumb man says he'll dance and sing. (Also Pointer, Tall Man, Ring Man, Little Man.)	Thumb erect, and moving. Thumb erect, and still. Moving, then still. Repeat for all other fingers.
Knock at the door Peep in - Lift up the latch Walk in	Hit forehead with fist. Raise eyelid slightly with finger. Touch tip of nose with finger. Put finger into open mouth.
Here is the church And here is the steeple Open the doors And see all the people.	Interlock fingers, palms down. Raise index fingers. Move thumbs away. Turn palms up, wiggle fingers.
One foot up, the other foot down And this is the way to London Town.	Child lying on back, leader raises one foot, lowers other, and moves feet alternately as if walking.
Here's a ball for baby, big and soft and round	Touch fingertips, making ball.
Here is baby's hammer, oh, how he can pound	Pound one fist on other.
Here is baby's music clapping, clapping, so	Clap hands.
Here are baby's soldiers standing in a row	Hold ten fingers erect.
Here is baby's trumpet, too, too, too, too, too	One fist in front of other at mouth
Here's the way that baby plays at peek-a-boo	Spread fingers in front of eyes.
Here's the big umbrella to keep the baby dry	Index finger erect; palm on it.
Here is baby's cradle, rock-a-baby-bye.	Interlock fingers, knuckles up; erect index and smallest fingers, rock hands.

Leg over leg as the dog went to Dover When he came to a stile, jump he went over.	Move fingers of one hand as if walking. Place index finger of other as stile and jump it.
Here are mother's knives and forks And this is father's table This is sister's looking glass And here's the baby's cradle.	Interlock fingers, palms up. Palms down, knuckles flat. Raise two index fingers. Raise two little fingers, rock hands.
Here are two tall telegraph poles Between them a wire is strung , Two little birds are flying by, They hopped on the wire and swung To and fro, to and fro, They hopped on the wire and swung.	Palms facing, index fingers erect for poles. Middle fingers touching for wire. Move thumbs against wire and back for birds.
This is the bunny with ears so funny, And this is his hole in the ground, When a noise he hears, he pricks up his ears, And then he jumps into the ground, (May be done as shadow play, using bright light and wall)	Two fingers extended up, three forward Other hand thumb and index finger make circle. Lower two fingers slowly and raise quickly.
Here's a cup, and here's a cup And here's a pot of tea Pour a cup and pour a cup And have a drink with me.	Leader makes fist, child makes fist. Leader makes another fist, but extends thumb for spout. Pours into her fist and child's fist. Both drink.
Here are grandma's spectacles Here is grandma's cap And this is the way she folds her hands And lays them in her lap.	Index finger and thumb of both hands together for spectacles. Fingertips together for cap. Fold hands and lay in lap.
This is the roof of the house so good, These are the walls that are made of wood, These are the windows that let in the light This is the door that shuts so tight This is the chimney so straight and tall Oh, what a good house for us one and all.	Finger tips together. Hands straight and apart, palms facing. Thumbs and index finger form window. Hands straight and side by side. Arm up straight for chimney. Other arm touching at angle for roof.
Two little houses all closed up tight, Open up the windows and let in the light, Ten little finger babies tall and straight, Ready for the taxi at half past eight.	Two fists. Thumb, index finger, make circles. Fingers extended straight up. Fingers scamper for taxi.

Five little soldiers standing in a row Three stood straight and two stood so, Along came the captain, and what do you think? They all stood up straight just as quick as a wink.	One hand fingers extended up. Three fingers straight, two bent. Thumb of other hand approaches. Fingers extended.
Ten little soldiers standing in a row They all bow down to the captain so, They march to the left, they march to the right, They all stand straight quite ready to fight, Along comes a man with a great big gun, And you just ought to see those soldiers run.	Fingers extended. Bend fingers. Move hands to left, right. Extend fingers. Leader points index finger at child's hands. Fingers scamper.
Here's a nest for Robin Redbreast, Here's a hive for Busy Bee, Here's a hole for Jacky Rabbit, And a house for me.	Cup hands to form a nest. Fingertips together to form hive, Fingertips together to form hole. Interlock fingers, knuckles up, for house.
Five little squirrels a-sitting in a tree, This one said, "What do I see?" This one said, "I see a gun." This one said, "Oh, let's run." This one said, "Let's hide in the shade." This one said, "I'm not afraid." Bang goes the gun and away they all run.	Five fingers extended. Move thumb forward and back Repeat index finger. Repeat middle finger. Repeat ring finger; repeat little finger. Leader points with index finger. Child puts two hands behind back.
All do as I do, all do as I do, All do as I do, heigh-o, heigh-o, heigh-o.	Leader does anything with fingers and hands. Child imitates.
Old shoes, new shoes Little Goody Two-shoes.	Child lying on back, leader moves right foot to right, left to left, and claps shoes together.
This is mother dear, this is father dear, This is sister dear, and this is brother dear, This is baby dear, and this is all the family dear.	Fist closed, raise thumb. Index, middle, Ring and little fingers.
The great big train goes down the track It says "Toot, Toot" and then it goes back.	Extend arm and hand. With other hand make fist, slide back and forth.

Five little pumpkins sitting on a gate	Five fingers extended up.
The first one said, "My, it is getting late,"	Move thumb forward and back.
The second one said, "There are witches in the air,"	Repeat index finger.
The third one said, "But we don't care,"	Repeat middle finger.
The fourth one said, "Let's run, let's run,"	Repeat ring finger .
The fifth one said, "It is Halloween fun,"	Repeat little finger.
Wooooo went the wind and out went the lights,	Child blows, leader puts out light.
Those five little pumpkins ran fast out of sight.	Child puts fingers under covers.
(May be used for going-to-bed game)	

The leaves are green, the nuts are brown,	Raise arms sideward, wiggle fingers, make circles for nuts.
They hang so high they will never come down,	Stretch arms upward.
Leave them alone till the bright fall weather,	Move hands as if wind blows softly.
And then they will all come down together	Bring arms to side quickly.

One little, two little, three little Indians,	Two fists, extend one finer upright at a time.
Four little, five little, six little Indians,	
Seven little, eight little, nine little Indians,	
Ten little Indian boys (girls).	
Ten little, nine little, eight little Indians,	Lower one finger at a time into a fist.
Seven little, six little, five little Indians,	
Four little, three little, two little Indians,	
One little Indian boy (girl).	

Heads and shoulders, knees and toes,	Stoop down, or jump off step or stool.
Heads and shoulders, knees and toes	
Heads and shoulders, knees and toes,	
We'll all jump down together.	(to the tune of Mulberry Bush)

I found a toy on the Christmas tree,	Leader imitates toys, such as musician, dancing doll, jack-in-box, engine, etc.
And this is the way it played for me,	
Tra la la la la la la,	
And this is the way it played for me.	Child imitates leader
(To the tune of Oats, Peas, Beans and Barley Grow)	

SQUIRRELS IN TREES

Equipment: Small or large playing area

Formation: Groups of three players and leader

The group is divided and numbered in threes. Nos. 1 and 2 join hands to represent the tree. No. 3 is the squirrel and stands in the circle formed by the other two. There should be one or more odd squirrels without trees. The groups of threes are scattered over the play area. At a signal from a leader the squirrels attempt to get into trees. Only one squirrel allowed in one tree at the same time. Someone is always left without a tree. As soon as all trees are full the game is repeated.

Suggestions: Change the places of the players so that all have a chance to play the part of the squirrel.
Make it more fun and tell the children to choose a tree far from them to run into.
Three, four or more players may form each tree if the group is large.

On polished floors have the children walk fast rather than run.

ELEPHANTS

Equipment: None

Formation: Players stand in a circle. One player is "IT" and is in center of circle.

Action: "IT" points to a player and says "Elephant". The person indicated doubles his fists and places one fist in front of the other at end of his nose to form trunk. The player on the right of the elephant places his left hand (palm out and fingers spread) on right ear of "Elephant" and player on left does the same thing using right hand on left ear of "Elephant".

Object: The game is to have three things happen simultaneously. If a player is late in assuming the correct position or if anyone makes a mistake, that player become "IT".

DUCK

Equipment: None

Formation: Circle of players. One player "IT" in center of circle.

Action: The game is like "Elephant" in that three players are involved in each action. "IT" points to a player in circle and says "Duck". That player places palm of one hand on top of the other, opens and closes palms, saying "quack, quack, etc." The player on either side of the "duck" wiggles his hips sideways. The player who makes an error or who is slow in his actions, changes places with "IT".

Note: The two games can be combined in one circle--one "IT" the duck and the other the Elephant. This can be a mixed up fun game.

TOSS AND LAUGH

Equipment: Man's handkerchief or small scarf

Formation: Circle of players

Action: Players are seated in a circle. One player "IT" stands in the center. "IT" tosses the handkerchief into the air. While handkerchief is in mid air, the players must laugh. As soon as it hits the floor, laughs must turn to frowns. Anyone who laughs when he should frown or frowns when he should laugh, takes the tosser's place. If "IT" catches several players giving the wrong response, he selects one of them to toss the handkerchief. The others remain in the game and "IT" joins the circle. If after three tosses "IT" catches no one he selects someone to take his place.

RED LIGHT

Equipment: Play area and lines

Formation: Group of players on goal lines

Action: The player who is "IT" stands on his goal line at one end of the play area. The other players are grouped at the other end. "IT" turns his back to the players, counts 1 to 10 (if can't count, waits a minute) calls "Green Light". The players advance toward him but stop as he calls "Red Light". He turns to see them and if he sees anyone moving he sends them back to the starting line. The object is to see which player can first reach the goal line.

Note: "IT" must not turn to see players until he says "Red Light". Rather than stop as soon as the first player is over the goal line continue until all are over, warning players not to be last one over.

Note: Accepting the decision of the "IT" when returned to starting position is practicing sportsmanship.

TRAFFIC LIGHTS

Equipment: None

Formation: Circle

Object: To follow directions and to perform designated actions.

Action: Announce the action which the players are to perform as they move around the room. On the word "Green Light" the players perform the activity. On the words "Red Light" everyone stops. Start a new action and start on "Green Light".

Suggestions: The actions might include: hopping on right foot, left foot, etc.; imitating animals, elephants--with arms and hands hanging and swaying to resemble trunks; hopping rabbits, birds, etc.

CIRCLE ACTIVITIES

Equipment: None

Formation: Circle of any number of players

Action: Leader gives signals and does various activities asking children to follow his actions.

1. Start walking (have children stop completely between activities while the next activity is demonstrated and explained.
2. Start hopping.
3. Make yourself as small as possible and walk.
4. Bend knees slightly, grasping ankles and walk.
5. Make yourself tall as possible and walk.
6. Walk as if heel of one foot and toe of other are sore.
7. Walk with stiff knees.
8. Squat down and jump forward in that position.
9. Walk forward with long steps.
10. Walk forward with rapid steps, swing arms vigorously.
11. Walk forward raising bent knees high as possible.
12. Start skipping.

CROSSING THE BROOK

Equipment: Two lines of tape on the floor. Small play area.

Formation: Line of players

Action: Two lines are marked on the floor to represent the width of the brook. The children run and jump over the brook. Distance in jumping is increased by widening the brook.
Anyone missing the jump and landing in the brook is sent home to change shoes and socks (have players sit down and pretend to change and then come back into the game).

Have a place marked as the bridge to come back into line. This helps to keep the group in order and out away from the other players.

Note: Use this game to teach different types of jumping and to give courage in jumping. Try jumping with both feet, leap, hop and trying to land with a bouncy, easy, light give to the ankles and knees.

GOOD AFTERNOON

Equipment: None

Formation: Seated group of any number of players

Action: Seat one player with back to group. The leader points to one of the other players, who says "Good Afternoon". The one in front without turning around must guess who greets him. He has three guesses. Failure to guess correctly forces him to be "IT" again. If he guesses right, the person greeting him becomes "IT".

MERRY-GO-ROUND

Equipment: None

Formation: Single circle of players

Action: Players are in a circle holding hands moving clockwise around the circle repeating rhyme:

"The merry-go-round went round and round,
And the children laughed and laughed,
So many were going round and round,
That the merry-go-round collapsed."

On the word collapsed, everyone sits down.

Note: Leader should repeat rhyme moving around with the players. Encourage players to repeat rhyme.

SPIN THE PLATTER

Equipment: Plastic bottle, bowling pin or plastic plate

Formation: Circle of players standing

Action: One player is "IT". He goes to the center of the circle, starts the bottle spinning (in center of circle) and calls or points to a player in the circle. The one whose name is called goes to the center and tries to catch the platter before it stops spinning. If he is successful, he is "IT" and gets to spin the bottle, calling a new player.

Note: Keep circle large so it is more difficult to get to the center. The game can be changed so that the child that is " IT" does not catch the plate. The child avoids being "IT" by successfully catching the plate.

ROLLING RELAY

Equipment: Old tire or inflated inner tube and marker.

Formation: Draw a starting line of about 10 to 40 feet. Mark a goal. Players stand behind starting line in relay teams. The first player in line holds tires on starting line.

Object: On signal players roll tire to goal and back, giving tire to next in line. The first team having members complete roll wins game.

Note: Try teaching players to stay in formation behind goal line. Have one player at a time roll tire to goal and back. If players learn how to roll tire to goal and back, try starting two players rolling tires at the same time going to goal and back.

WALKING RELAY

Equipment: Small or large play area

Formation: Lines or files of players 8-10

Action: All players in relay form (2-3 lines). The player first in line of each file starts at a given signal, walks to the goal, comes back and touches off the next player and then goes to end of the line. The team wins whose players have all completed and are back in place.

Suggestion: Have player carry a bean bag or object to goal and hand it to next player in line.

THREAD THE NEEDLE

Equipment: Bowling Pins

Formation: Teams of any number

Action:
1. Divide players into teams; 6 - 10 per team. Teams should be equal.
2. Teams line up in file formation in back of starting line. Players in each team place hands on shoulders of team mates in front. This line of players is thread.
3. Place a bowling pin on ground about 30 feet in front of each team and a second bowling pin 2-3 feet beyond first. The space between two pins is "eye" of the needle.
4. On signal "go" team drops hands, staying in their positions in line, run between the pins (through eye of needle) and back to starting positions, ending up with hands on shoulders of player in front.
5. If team members knock over pin, his team loses.
6. Team which first gets back into starting position wins.

Note: Leader should take each team separately leading them through their route of the race. Be sure each team thoroughly understands action before racing.

KEEN EYES

Equipment: None

Formation: Line of players - any number

Action: Players stand in two lines facing each other. Each person observes closely what the opposite is wearing. Team "A" is told to turn around and Team "B" is given a moment to make changes in costume (untie shoes, buttons, take off belt, etc.). Team "A" then turns around and each person on the team is given one guess as to what the change was.

Score one point for each correct guess. The second time the game is played, the opposite team does the changing.

DOG AND BONE

Equipment: Small play area, chair and book or eraser

Formation: Seated group and leader

Action: The dog sits with hands over his eyes on a chair in front of the group, his back towards the other players and his bone under the chair. A child is chosen by the leader and attempts to sneak up on the dog and touch the bone without being heard. If the dog hears him coming, he may turn to see him and the player returns to his seat. The object of the game is to touch the bone without being heard by the dog. The child who is successful takes the place of the dog.

Suggestions: Waits of unequal length between attempts to keep the dog more alert. He must be warned not to turn unless he is sure that he hears someone coming. A penalty may be attached to him if he turns and no one has yet left his seat. He should be made to give his place to another. The game may be made into a tag game by the dog having to tag the person who is attempting to touch his bone. The child is safe only upon touching the bone before being tagged or by reaching his own seat. This puts the penalty rather than the premium upon being the dog.

RING IN A RING

Equipment: Large and small hula hoop

Formation: Line of Players

Action: Place large hoop in center of floor. Players stand a distance of 10 to 20 feet back (or according to ability). The object being to toss small hoop directly in the center of large hoop without touching any part of large hoop with small hoop. The winner decided by the best score in three or six throws.

KALEISOSCOPE

Equipment: None

Formation: Line of players and group seated players

Action: Players are seated except four or more who stand in a line facing the rest of the group. Each person in line chooses the name of a color (animal, bird, flower, city). He names it out loud. Players who are seated close their eyes and those in line change places. When rearranged, those who are seated when called upon by the leader, try to name color, etc. in their arrangement.

SHUTTLECOCK TOSS

Equipment: Badminton Shuttlecocks, wastepaper basket, box or hula hoop

Formation: Any number of players in lines or circles. Small play area

Action: Organize the group into lines so that they may take turns. Wheelchair groups in half circles. If they are to be teams, each group should have equal number of players. Place the basket 10 to 15 feet in front of the first player. You may have five shuttlecocks for each group, or you may have one shuttlecock for each group, but give each player five throws at the basket. Each successful attempt counts five points. If teams or groups wish to compete, add the total points and the group with the most points is the winner.

Suggestion: With the wheelchair groups, the leader can move the basket in front of each chair the proper distance according to each individual player. Be sure to give the players plenty of time with their throws. Teams can be used here easily.

CHICKEN FEED

Equipment: Soda straws, paper plate and beans

Formation: A round table or a board over wheelchairs for table

Action: Hand a soda straw to each person. Tell him to place it in his mouth and attach bean by drawing in breath, then expel breath and drop bean on the plate. Establish a time limit and a point for every bean on plate.

PASS IT

Equipment: None

Formation: Teams of seated players in single file

Action: Players form teams and sit in single files. On signal, the last player taps the person ahead of him on the back. In turn, each player passes the tap as soon as he feels it. When the first player on the team feels the tap he stands and shouts "We passed it".

TAKE AWAY AN OBJECT

Equipment: Ten or Twenty small objects

Formation: Seated group

Action: Ten or twenty small and interesting objects are placed on a table around which the players sit. The objects are studied. One player leaves the room while another is chosen to take an object and hold it out of sight. The first player returns and guesses what is missing. The arrangement of objects may be changed instead of taking one away.

HUMAN TIC - TAC - TOE

Equipment: None

Formation: Teams of players

Action: A light chalk tic-tac-toe diagram is painted on floor. Each square being four feet square, allowing enough room for wheelchairs or walkers. Members of each team wear colored arm bands to distinguish them from their opponents and are numbered. As the leader calls "Green One" or "Red Three" the players take their places in the squares, trying to line up three of their players before the other team is able to do so.

IN BOTTLE

Equipment: Jar or milk bottle, chair, clothespins

Formation: Seated group

Action: The player kneels on an ordinary kitchen chair, resting his forearms on the back of chair. A bottle is placed on the floor behind the chair. Player is given five pins or sticks to drop in bottle. (Can be played having players stand over bottle.)

FINGERS UP

Equipment: None

Formation: 2 or 50 players

Action: Each person faces his partner and holds his hands with fists pointing toward each other. The Leader counts 1, 2, 3, Go and on the word "Go" each player holds up a certain number of fingers. The first person of the two who shouts the correct total of all the fingers gets a point. Play for five points.

PIN-HOLE PICTURES

Equipment: Paper, crayons, pin

Formation: Players seated at table

Action: Give each player a sheet of paper. Scatter six or eight grains of rice on top of sheet and where they fall, prick holes through the whole pile with a pin. (If players cannot prick holes, leader can do this.) Each player draws any figure he can think of in which all the dots but no more are used in making main outline. The arrangement of pin holes should be the same on each paper but there will be lots of variety and surprises in the finished pictures.

Note: Try a veriety of pinhole arrangements. If leader punches holes, can do a whole pile at one time.

BALLOON VOLLEYBALL

Equipment: Two balloons and light rope atretched about six feet high across playing area.

Formation: Players of two equal teams on each side of court

Action: One balloon is given to each team and on the signal it is batted across the net. The object of the game is to make the balloon touch the floor on the opponent's side. The game is continuous. There are only two rules: The balloon must be batted, not thrown and it must go over the net in order to score. Each time balloon touches floor, one point is scored.

Note: It is a good idea to have two scorekeepers; one to watch each side of the net. After a few minutes of play, call time and have front player move back and back players move up as front players get more action.

BALANCE TOUCH

Equipment: Bowling pin, eraser

Basic skills: Balancing and stretching

Specific development: Increases body balance

Directions: An object is placed a yard out from the child's feet. He balances on one foot and reaches out to touch the object with the other foot.

CAT WALK

Equipment: None

Basic skills: Balancing, bending, stretching

Specific development: Strengthens arms, back, shoulders and legs.

Directions: Bend over and place both hands on the floor. Walk forward on hands and feet softly like a cat. Make sounds like a cat.

HIGH KICK

Equipment: None

Basic skills: Balance and kicking

Specific development: Develops balance

Directions: Player stands erect and tries to kick his feet as high as his head. First kick right foot, then left. Progress by kicking higher each time.

LION HUNT

Equipment: None

Formation: Circle of any number of players

Action: Players sit in chairs or on floor facing leader. Leader tells story, making motions for players to follow. Leader can make up his own story, be creative--enthusiastic.

Example story: I was walking through the jungle one day (slap hands alternately on knees, simulating slow walking) looking for a lion (form binoculars with hand, put to eyes). I came to a river and had to swim across (swimming motions); and when I got to the other side, I shook the water from my body (shake). Suddenly I heard a lion roar, so I quickly climbed a tree (climbing motions) and looked all around for the lion (binoculars). I saw a lion sitting on a hill, licking his whiskers (lick whiskers) so I decided I'd better go home. I climbed softly down the tree (climb down), tiptoed to the river (finger imitate tiptoe), when the lion saw me and gave a great roar. I dived into the river (hands together as if ready to dive), and swam to the other side (fast swimming motion). I ran through the jungle all the way home (running motions with hands on knees). That was the end of my lion hunt.

BLACK MAGIC

Equipment: None

Formation: Any number of players

Action: This is a magic trick. Two players are "in cahoots". One player is the Magician and leaves the room. His partner asks the group in the room to decide on some object, such as Mary's desk.

Magician is called back and his partner asks "Is it the door?" The Magician answers "no" and continues to answer "no" to every question, until the question <u>after</u> the partner asks about something that is black in color. For example: The partner may ask "Is it the blackboard?" The Magician says "no" but he knows that next question will be correct object. "Is it Mary's desk?" and answer is "yes".

Remember the clue: The object asked "<u>after a black object</u>" is mentioned is the right one.

If players catch on to the trick, confuse them by using red, white, or blue variations.

When a player thinks he is on to the trick, test him by letting him be the magician.